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ABSTRACT

A comprehensive plan is provided to support and strengthen New Jersey's 16 independent colleges and universities. Five major challenges that these institutions and the state must collaboratively confront are discussed: strengthening the quality of collegiate education; keeping New Jersey economically competitive in national and world markets; educating minority students more effectively; preparing better teachers for better schools; and reaffirming social and civic values both on the campus and beyond. Among the recommendations are that each of the state's independent colleges define precisely its own purposes; develop a specific plan to recruit Black and Hispanic students from urban sections of the state; give priority to teaching; and find creative ways to blend specialized and general education. Establishing and enhancing several types of partnerships are also recommended: partnerships among independent colleges and with other institutions; partnerships with surrounding high schools; and partnerships with industry, particularly in providing scholarships to encourage high minority enrollments in math, science and engineering. Of crucial importance is partnership with the state, and recommendations are also made for expanding state support through the Aid Act in New Jersey and the Tuition Aid Grant Program as well as through the creation of several new programs. A descriptive list of the independent colleges and universities in New Jersey is appended, followed by a financial data sheet on state support to New Jersey independent institutions. (KM)

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EXCELLENCE FOR SERVICE

A Report by the Commission on the Future of Independent Higher Education in New Jersey

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A Report by the Commission on the Future of Independent Higher Education in New Jersey

December 1987

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ACKNOWLEDGMENTS

The presidents of New Jersey's sixteen independent colleges and universities announced, in January 1986, the formation of the Commission on the Future of Independent Higher Education in New Jersey. The Commission's charge, endorsed by Governor Thomas H. Kean, was to provide "a thoughtful and comprehensive assessment of the future of independent higher education in New Jersey through the Year 2000."

The work of the Commission was made possible by enlightened contributions from five outstanding institutions: The AT&T Foundation, the Consortium for the Advancement of Private Higher Education, the Exxon Education Foundation, The Fund for New Jersey, and The Florence and John Schumann Foundation. The Commission expresses its deep gratitude for this support and commends these organizations for their commitment to independent higher education.

The report reflects the dedicated work of many people: Dr. Joseph P. O'Neill served as Executive Director to the project; John Rearick and Marla Ucelli helped to put the pieces together and bring coherence to the study. I also wish to acknowledge the contribution made by Francis J. Mertz and his staff at the Association of Independent Colleges and Universities in New Jersey, including William Rogers, who provided important data for the report. The thoughtful responses we received from presidents of the independent institutions were enormously helpful.

I wish also to acknowledge cooperation and support from Governor Thomas H. Kean and Special Assistant to the Governor for Education, Richard Mills. Their commitment of time and encouragement to this project has been of great value to the Commission. Also, Chancellor T. Edward Hollander has been most supportive of our work, providing both information and wisdom at strategic times.

Finally, I wish personally to thank each member of the Commission. These busy people found time to attend meetings, carefully explore the issues, and bring both common sense and great vision to the project. I am deeply in their debt.

At its initial meeting the Commission concluded that the independent colleges and universities in New Jersey are a vital resource, and they have a crucial role to play in helping the state meet its educational, social, and economic needs. These beliefs guided the Commission's deliberations and provided the focus of this report. We direct our findings to the colleges, public officials, business leaders, and all interested citizens in the state. We are confident that New Jersey, with the help of independent higher education, can continue to be a leader in educational and economic renewal.

Ernest L. Boyer
Chairman
December 1987

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INTRODUCTION

New Jersey's sixteen independent institutions vary enormously in size, financial strength, selectivity, program offerings, and tuition. They range from Westminster Choir College with an enrollment of 340 students to Fairleigh Dickinson University with over 12,000. Moreover, they provide a diverse range of educational options: three are women's colleges and ten are religiously affiliated. In addition, three have minority student enrollments greater than 20 percent.

While some of the colleges struggle with modest resources, New Jersey's independent sector also includes a world-ranked university with an endowment totaling more than $2 billion. One of the institutions in our study receives, directly or indirectly, almost one-third of its operating budget from the state of New Jersey; another receives less than 1 percent of its operating support from the state.[1]

At the beginning of their work, members of the Commission focused on the great diversity among New Jersey's independent colleges and universities. Some argued that the differences among these institutions were so great that we should examine each campus in isolation or cluster the institutions on the basis of shared mission. In the end, however, it was agreed that there existed among these colleges a distinctiveness rooted in their very independence and a common commitment to quality education. We proceeded, therefore, to look at the sector *as a whole*, examining the ways in which New Jersey's independent colleges and universities, even with diversity, could sustain excellence and fulfill more effectively their public mandates.

The collective impact of these higher learning institutions is, in fact, most impressive. In 1986, New Jersey's independent colleges and universities enrolled more than 58,000 students, about 10,000 students more than the state university and about 9,000 less than the nine state colleges combined. Each year, the independent sector confers one-third of all the bachelor's degrees awarded in the state, grants almost half of all the state's graduate and first professional degrees, and awards more than two-thirds of the graduate degrees in physical science, computers and business.

There are 268,000 living alumni of New Jersey's independent colleges and universities. Among them are many of the state's teachers, lawyers, doctors, dentists, nurses, and political leaders. And, increasingly, New Jersey's independent institutions educate a large share of the computer scientists, engineers, and chemists that the state's modern technological economy urgently requires. Among those alumni who bring distinction to the many walks of life that contribute richly to New Jersey and the nation are:

Dr. Joyce Rocko, Director of Emergency Services and Associate Professor of Surgery, UMDNJ; Rosemary Gelshenen, named Teacher of the Year in Manhattan public schools; Rev. William Gray III, Congressman from Pennsylvania and House Budget Committee Chairman; Herman J. Suenholz, President of First Jersey National Bank; Dr. Eleanor Hess McMahon, Commissioner of Higher Education in Rhode Island; Roland A. Alumn, Jr., Administrator, New Jersey Bureau of Hispanic Enterprise; Bartholemew Donahue, III, Executive Director of Systems Planning, Engineering and Application Integration for AT&T; and National Endowment for the Humanities grant recipient Patricia Gordon.

Bill Bradley, United States Senator; Dr. Richard "Digger" Phelps, Head Basketball Coach, Notre Dame; Ellen Grotto Gray, Partner, Leibson, Lightel and Associates Advertising of Chicago; Dr. Bill Gutsch, Chairman of Hayden Planetarium and Forecast Meteorologist of WABC; Matthew Rinaldo, Congressman from New Jersey; internationally known writer/

[1] We present a brief profile of each institution in Appendix A of this report.

reporter Richard Reeves; Dr. John Gwaltney, a noted authority on American Black Culture; and David Agler, Conductor of the San Francisco Opera. This much abbreviated list, which includes an alumnus of each of New Jersey's independent colleges and universities, is a brief sampling of the diverse and important roles filled by independent college graduates.

New Jersey's sixteen independent colleges and universities also play a significant role in the economy of the state. They employ over 10,000 men and women in administrative, instructional, and other positions. This makes the independent colleges the tenth largest employer in New Jersey. The business volume generated through the activities of the colleges creates another 27,700 jobs throughout the state.

Institutional and student expenditures made by these colleges during 1986-87 totaled over $750 million. Using a conservative economic multiplier of 2.5, the independent sector's total economic impact for that year (after subtracting state and federal dollars) was over $1.9 billion. In addition, as of June 1985, the replacement value of the buildings on their campuses was $746.9 million.

Decades before there was a substantial commitment to public higher education in New Jersey, the independent colleges and universities met, to a very large degree, the state's education needs. Now, with new economic, technological and social challenges facing our society it is essential that both the independent and public sectors of New Jersey higher education flourish and excel, and that their efforts be viewed not as competing, but complementary. New Jersey's independent colleges and universities can make a unique contribution to providing creative leadership and qualified graduates to serve the state and the nation. But to achieve these goals, a new agenda must be set, one that draws upon the past, responds creatively to the present, and anticipates well the future.

During its deliberations, the Commission identified five major challenges that, we believe, the independent colleges and the state must *collaboratively* confront as they approach the year 2000. These challenges are:

- *First, to strengthen the quality of education among the independent colleges and universities.*
- *Second, to keep the state of New Jersey economically competitive in national and world markets.*
- *Third, to educate more effectively minority students.*
- *Fourth, to prepare better teachers for better schools.*
- *Fifth, to reaffirm social and civic values both on the campus and beyond.*

In the following sections of this report, we explore ways by which New Jersey's independent colleges and universities can respond to these challenges. We propose that this be accomplished first by the building of partnerships among themselves and, then, by finding creative ways for the colleges to strengthen their linkages with the schools, the corporate community, and the state. But the top priority of this report--and one we shall return to time and time again--is the need for each college and university to define carefully its own unique mission, affirm a commitment to excellence, and set forth bold and creative directions for the future. Thus, the Commission addresses this report not only to the colleges, but to state officials and interested citizens as well.

We are optimistic that the response to our report will be constructive. Throughout our study the presidents of the independent colleges of New Jersey have demonstrated an eagerness to respond, as they have historically, with creativity and content, to meeting the changing and emerging needs of the state and its citizens. Chancellor T. Edward Hollander and the Board of Higher Education have been unusually supportive of our efforts. Most importantly, however, we have been encouraged by Governor Thomas Kean's strong state and national leadership in support of excellence in all phases of education. We proceed, then, with the conviction that the future of New Jersey will be strong as the state *and* the independent colleges and universities join in common cause.

I. INDEPENDENT HIGHER EDUCATION: A VITAL RESOURCE

The Commission begins this report with one clear and unequivocal affirmation: For over 240 years, the independent colleges and universities in New Jersey have been a vital resource to this region, and the time has come for this contribution to be celebrated and vigorously affirmed. The independent colleges, which range from distinguished specialty schools in science and the arts to world ranked research universities, have contributed dramatically to the intellectual and cultural life of New Jersey. These institutions have significantly enhanced the economic vitality of the state and opened doors of opportunity for students.

The oldest institution in New Jersey's independent tradition is Princeton University, which was founded in 1746 as the College of New Jersey in Elizabeth. In 1766, New Jersey's second higher learning institution, Queens College, opened its doors. It was designated a land-grant college a century later, but remained private until 1945 when the institution was transformed once again, this time by legislation, into a state university. Thus, Rutgers The State University of New Jersey had its origins as an independent colonial college.

A. THE STATE PARTNERSHIP

State support for higher education in New Jersey evolved slowly. The people of New Jersey had historically looked to the independent colleges to meet their educational needs. In the aftermath of World War II, the recognition that these colleges would need assistance and that more institutions would be required came slowly, despite an exploding population and increasingly technological and complex industries and services. New Jersey had already established several public institutions in the 19th and early 20th centuries, all for educating teachers, but it was not until the 1950s that any were converted into arts and science colleges. Further, the widespread taxation being used to support the construction of new higher education facilities in some states was not popular in New Jersey. It was not until 1956 that the legislature created a board of governors for Rutgers and mandated greater state funding.

State financial support for New Jersey public higher education began to increase significantly in the 1960s, as the number of state residents enrolled in public institutions was skyrocketing--from nearly 15,000 in 1950 to more than 51,000 by 1968. The college-age population would continue to grow, as would the percentage of high school graduates likely to consider attending college. Those two factors led to the projection that, by 1975, as many as 83,000 more college students would need to be accommodated. (*New Jersey Spotlight on Government*, a report by the League of Women Voters of New Jersey, 1983)

The State of New Jersey did, belatedly, recognize the pressing need. With the passage, in 1966, of a $250 million higher education bond issue (worth $1 billion in today's dollars) and the creation of the Department of Higher Education in 1967, the state began to take its first serious steps to increase the number of student spaces and improve the quality of its public sector institutions.

The creation of the New Jersey Board of Higher Education was to have a lasting impact on state policy. There was finally in place a structure for institutional planning and advocacy on behalf of higher education. Between 1967 and 1972, under Board leadership, the community college system was virtually completed with colleges established in 17 of the 21 counties. Also, three new state colleges were founded, and Rutgers expanded its New Brunswick campus and opened new ones in Camden and Newark.

Of special significance is the fact that the independent sector was viewed as a vital part of the overall higher education plan. During the past twenty years New Jersey has developed one of the most enlightened partnerships with

independent higher education in the nation. *The 1974 Plan for Higher Education in New Jersey*, for example, affirmed that the independent sector provides New Jersey students with a variety of options essential to freedom of choice in higher education. And the critical importance of the independent sector's contribution to New Jersey's social and economic well-being was explicitly recognized in the *Independent College and University Assistance Act of 1979*. In the preface to that law, the State Legislature declared that:

> The State remains committed by law and public policy to the development and preservation of a planned and diverse system of higher education which encompasses both public and independent institutions. Independent institutions make an important contribution to higher education in the State and it is in the public interest to assist these institutions in the provision and maintenance of quality academic programs.
>
> The provisions of this act will serve the cause of higher education in this State by assuring maximum educational choice among colleges and universities through the preservation of the vitality and quality of independent institutions of higher education in this State.

In 1981, *The Statewide Plan for Higher Education* stated that the importance of independent higher education should be acknowledged through "the continuation of support for those institutions which share with public institutions a public mission." Indeed, New Jersey's Board of Higher Education has adopted the position that:

> It is through the diversity of sponsorship, purposes, programs, environment and size that independent institutions provide students with a variety of options essential to freedom of choice in higher education. The state should continue to provide New Jersey residents, regardless of socioeconomic status, a reasonable opportunity to attend independent institutions by maintaining an evenhanded fiscal policy with respect to public and independent sectors to insure that independent institutions have a chance to compete. (The Statewide Plan for Higher Education, 1981, p. 38)

New Jersey's public policy commitment to independent higher education was further demonstrated by the inclusion of this sector in the Jobs, Science and Technology Act, the Tuition Aid Grant and Educational Opportunity Fund programs, the New Jersey Educational Facilities Authority, and the Department of Higher Education's various grant programs.

New Jersey is also a national leader in addressing the challenges in equality of opportunity, in student aid, in development of outcomes assessment programs, in approaches to improving undergraduate instruction, and in faculty development efforts. Indeed, the state has explored successfully many innovative ways to confront the problems of higher education.

The Commission applauds the state's willingness to invest in higher education and we congratulate Governor Kean, the Legislature, the Board of Higher Education and the Department of Higher Education for their enlightened leadership and for their willingness to take risks. Because of the innovative and creative approaches developed by the state's colleges in conjunction with, and through the support of, the Department of Higher Education, much has been accomplished. In many respects, New Jersey's comprehensive support of independent higher education is a model for the nation. And the higher learning institutions themselves, both public and private, deserve praise for their continuing contributions and commitment to both the communities they serve and the state as a whole.

Still, there is much to do. We believe the independent colleges and universities, supported by the private sector and the state, must respond aggressively to changing conditions and candidly confront problems if the institutions are to serve properly the state. It is to these matters that the Commission now turns.

B. SHIFTING FEDERAL SUPPORT

After World War II, the federal government made historic moves to establish a new partnership with higher education and, most especially, to shape a comprehensive program of student aid. Almost every college and university in the United States, including the independent higher learning institutions in New Jersey, benefited from this new federal policy which not only advanced access but also choice for low and middle income students.

However, since 1981, the federal commitment to higher education has dramatically eroded. In real terms, federal support has declined by 20 percent. The year 1979-80 was, in fact, the high point in federal grant aid to college students. Since that time, federal grant funds have diminished steadily while aid in the form of loans has increased dramatically.

In 1979, 77 percent of needy independent college students received Pell grants and 22 percent received Guaranteed Student Loans. In 1984, 44 percent received Pell grants, and 74 percent received GSL's. The increase in loans has been most pronounced for low-income students: the percentage of recipients with family incomes under $20,000 receiving loans increased from 24 percent in 1980 to 62 percent in 1984. One result of this shift has been an increase in loan debt among independent college students. Over 50 percent of independent college students currently assume loans and will end their four years with an estimated average debt burden of approximately $9,000.

Since federal aid plays a central role in helping students and families pay for education, the Commission notes with concern that, nationwide, students and their families are paying an increasing share of the cost at independent colleges and universities, up from 53 percent in 1979-80 to 65 percent in 1984. Even more serious, the increases appear to have had a particularly negative impact on students from low-income families. These students are paying for more of the costs themselves and the average student's self-help requirement increased by 83.4 percent between 1979-80 and 1983-84--almost double the rate of inflation during that period. Especially disturbing is the fact that the relative decline in federal student aid has impacted disproportionately the most needy, further exacerbating the declines in the enrollment of minority students. (A joint study of the United Negro College Fund and the National Institute of Independent Colleges and Universities)

C. THE PRIVATE SECTOR

The decline in federal aid has occurred at the very time competition among colleges for corporate and private dollars has greatly increased. Ten years ago, the independent colleges and universities of this nation received three times the amount given to the public institutions. In 1986, the ratio had declined to less than two to one.

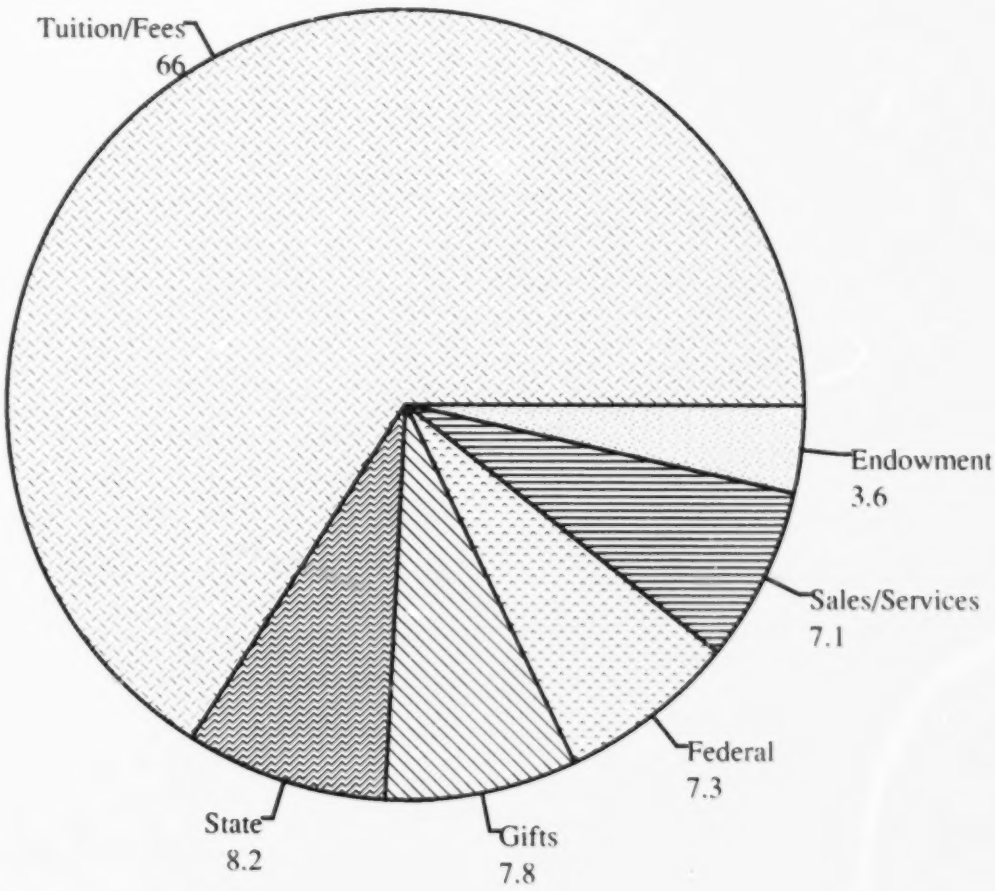
Over the past several years corporate donations have remained strong; and yet, for the first time in over 30 years, public colleges have received more corporate contributions than the privates. In 1986, corporations gave $730.6 million to public institutions, and $725.4 million to private colleges and universities. Twenty-seven years ago, more than three-fourths of corporate support was directed to private institutions; the private share has been shrinking ever since.

The charts which follow demonstrate the sources of support for independent colleges. The major shift has been from federal and private sources to tuition and loans. We point out the shifts in federal support and in corporate giving as trends that surely will affect the capacity of New Jersey's independent colleges and universities to be of service to the state and to provide access for disadvantaged students.

Chart 1

SOURCES OF REVENUE

New Jersey's Independent Colleges and Universities, 1983-1984
(By Percent)

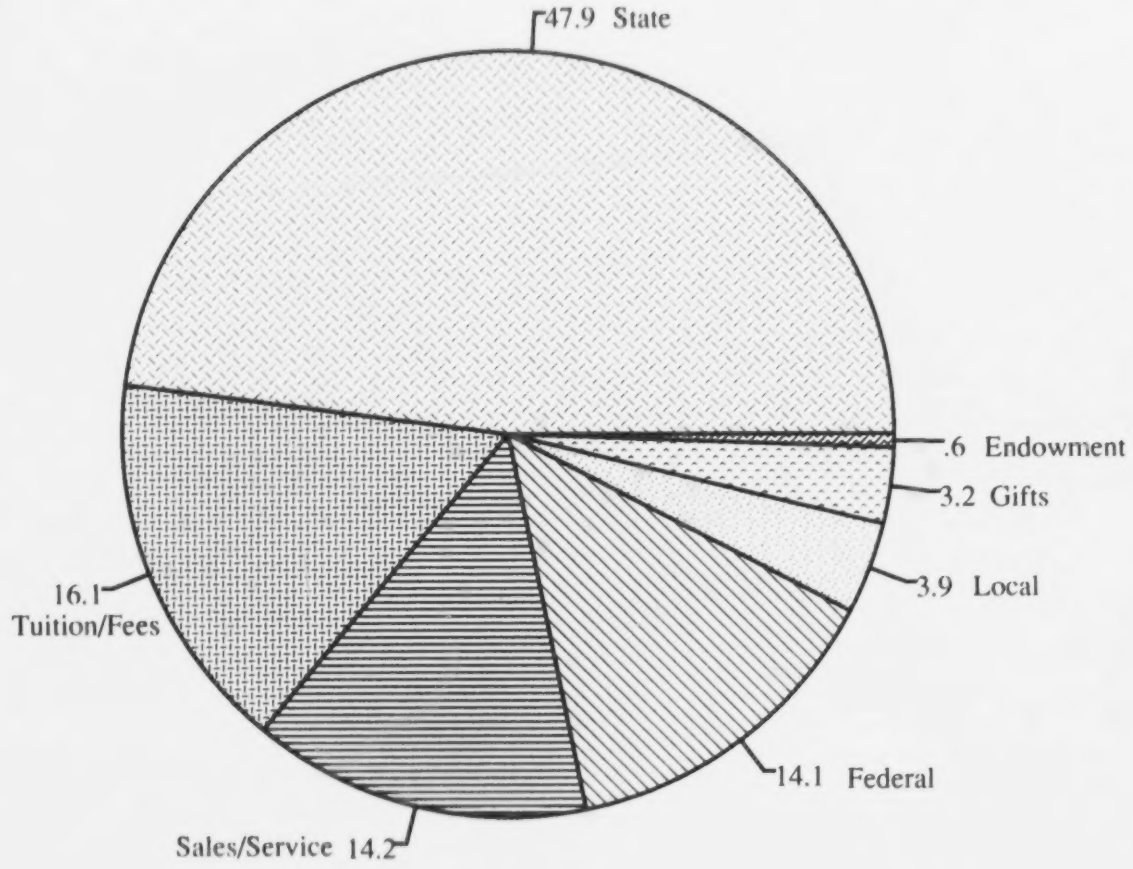


Source: Association of Independent Colleges and Universities in New Jersey

Chart 2

SOURCES OF REVENUE

State Colleges and Universities, 1983-1984
National Figures (By Percent)

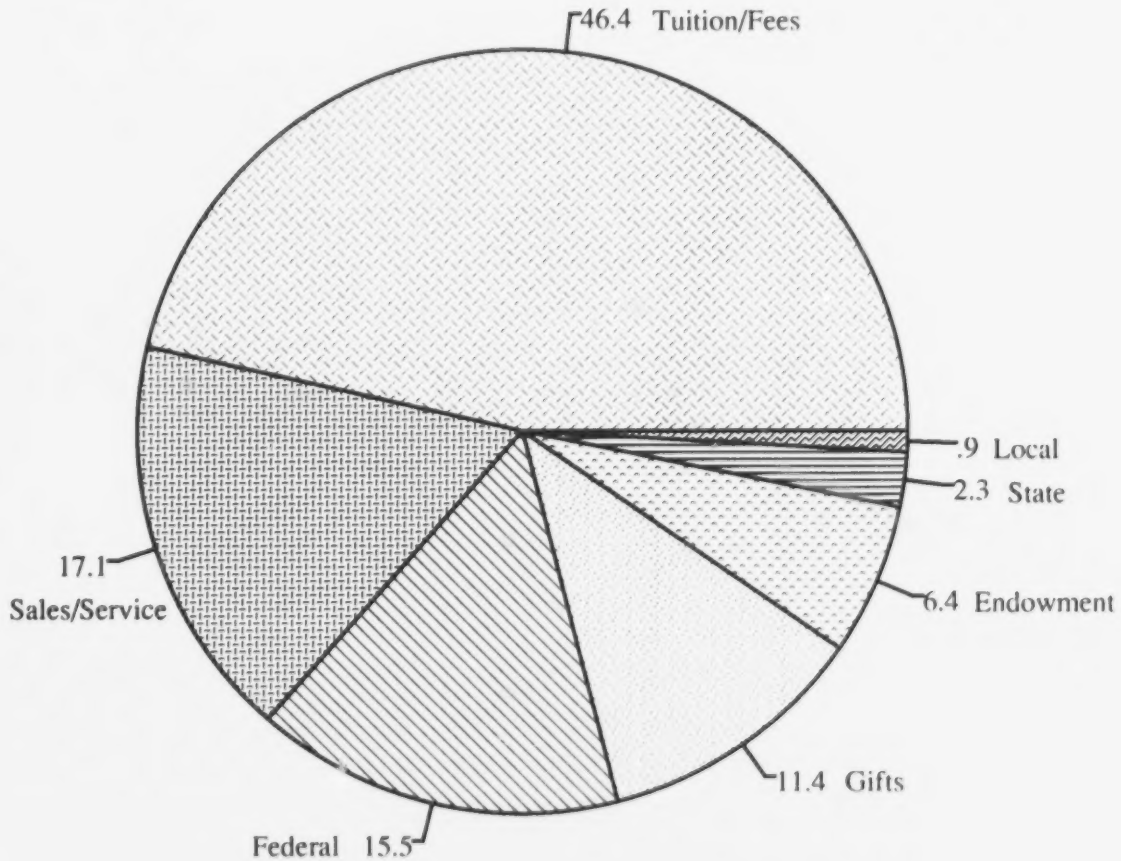


Source: National Institute of Independent Colleges and Universities

Chart 3

SOURCES OF REVENUE

Independent Colleges and Universities, 1983-1984
National Figures (By Percent)



Source: National Institute of Independent Colleges and Universities

D. THE ENROLLMENT PATTERN

In the late 1970s, the decline in the number of 18-year-olds in the United States provoked predictions of hard times for higher education. Analysts forecast that colleges, especially those in the Northeast and Midwest, would be particularly hard hit, losing perhaps forty percent of their enrollment. And a 1978 Brookings study worried that because of the "crazy-quilt of subsidies and prices" independent colleges would bear a disproportionate share of the enrollment declines and that the heavily subsidized state institutions would drive a large number of independent colleges from the field. The National Center for Education Statistics suggested that as many as 200 colleges, most of them private, would close their doors.

But the 1980s has been the decade when the expected did not happen. Opening fall enrollment at all four-year institutions in the nation rose from 7,327,118 in 1978 to 7,711,176 in 1984. Between 1980 and 1985 the proportion of enrollments in each sector remained stable. Further, and to confound the analysts even more, the rate of college closings fell from an average of 14 a year in the 1970s to 7 a year thus far in the 1980s.

Still, while colleges across the country were gaining enrollment, various higher education sectors in New Jersey have suffered enrollment losses. New Jersey's community colleges and four-year institutions, for example, experienced declines that ran counter to the national pattern. Between 1982 and 1986, full-time equivalent (FTE) enrollment fell 13 percent at New Jersey's community colleges (from 69,975 to 60,913), and nearly 7 percent at state colleges (from 50,310 to 46,933).

Of special concern to the Commission is the enrollment dip among the independent institutions (Table 1). A 1986 report from the National Center for Higher Education Management Systems remarked: "Enrollment in the independent institutions in [New Jersey] declined 11.6 percent from 1980 to 1984, substantially below the 4.5 percent national increase." Further, although enrollment at Catholic institutions nationwide grew 11.4 percent between 1978 and 1984, New Jersey's Catholic institutions suffered a 3 percent enrollment loss.

What the averages hide, however, is the great disparity between losses and gains at individual institutions. Between 1982 and 1986, six of New Jersey's sixteen independent colleges lost 20 percent or more of their FTE enrollment, while five held steady or gained enrollment.

Why have many of New Jersey's colleges experienced downturns in recent years while enrollments nationally have, on average, been rather stable? The New Jersey college "market" is like no other in the nation. For most of the country, only 14 percent of high school graduates attend college outside their home state. In New Jersey more than 40 percent do so.

In addition, less than 20 percent of all New Jersey independent college undergraduates were from other states--and of these 6,000 out-of-state students, nearly 85 percent attended just three institutions: Drew University, Stevens Institute of Technology, and Princeton University. In 1984, 42,336 high school seniors left New Jersey to attend an out-of-state college, and two-thirds chose an independent college or university. New Jersey's net loss of students is twice as large as that of Illinois, the next largest net exporter. Department of Higher Education studies reveal that a disproportionate number of those who attend out-of-state colleges and universities represent the top quarter of their high school graduating classes. The crucial point to note is that while the number of out-migrating students has remained constant, it has increased as a percentage of the 18- to-20-year old college-going population.

New Jersey's Department of Higher Education has documented the negative impact of the state's high export rate of college students. The economic loss of out-migration is estimated at over $1.2 billion annually, not to mention the loss of many of our brightest, most talented students to other states. Certainly, the quality of New Jersey's future work force and, hence, its overall economic health, depends on our colleges attracting more of our best students.

Table 1

Enrollment at New Jersey Independent Institutions
1982-1986

INSTITUTION	1982 FTE	1986 FTE	% CHANGE
Centenary	874	645	-26.2%
Fairleigh Dickinson	11,377	8,573	-24.6%
Bloomfield	1,268	990	-21.9%
Seton Hall	7,995	6,315	-21.0%
Felician	371	293	-21.0%
Westminster	381	302	-20.7%
Caldwell	550	461	-16.2%
St. Peter's	3,078	2,657	-13.6%
Rider	4,041	3,700	-8.4%
St. Elizabeth	634	606	-4.4%
Stevens	2,410	2,326	-3.4%
Drew	1,801	1,812	0.0%
Upsala	1,197	1,197	0.0%
Princeton	6,090	6,299	+3.4%
Monmouth	2,661	2,903	+9.1%
Georgian Court	952	1,077	+13.1%
	45,680	40,156	-12.1%

An even more disturbing problem is the declining number of black and Hispanic students enrolled in New Jersey's colleges and universities. While this trend must be confronted nationwide, the problem is particularly compelling for a state like New Jersey, where over 30 percent of the current enrollment in elementary schools and 25 percent in the high schools is minority. Only 15 percent of the enrollment at the college level is comprised of minority students.

It is our conviction that New Jersey must respond vigorously to the decline in minority student enrollments. We believe further that the state should enroll more of its own college-age students in schools within its borders and should also attract good students from other states.

E. THE CHALLENGE

New Jersey has, in some respects, been a model for the nation. There was established very early in this state a great tradition of independent higher education, and for almost two and a half centuries a remarkably diverse network of colleges and universities has contributed to the region, the nation, and the world. Even with the vigorous expansion of public higher education, state policy affirmed the importance of the independent institutions. The current pattern of state aid to independent colleges and universities is one of the most enlightened in the nation.

Still, the Commission concludes, as we look toward the year 2000, that there are challenges to be met. In the following section, we identify five essential tasks which now face New Jersey. These urgent obligations can be addressed as the resources of independent higher education are drawn upon. However, it is our conviction that success in fulfilling this larger role is linked directly to the way in which these colleges define their unique *missions* and to the *quality* of education they provide. Only when these mandates are fulfilled can there be complete public confidence. Finally, the state has a role to play in providing support and the insightful leadership that has, in recent years, characterized the roles of the Governor, the Legislature, and the Board of Higher Education. We proceed, then, with the conviction that the rich legacy of New Jersey's independent colleges and universities can, once again, be reaffirmed in ways that make available to the state their remarkable resources for teaching, service, and research.

II. PUBLIC POLICY: FIVE ESSENTIAL TASKS

In considering the role of the independent colleges in New Jersey, the Commission identified, during its deliberations, five urgent tasks to be accomplished. It is here, on these essential points, that the colleges and the state are uniquely joined. In this section of our report we comment briefly on each priority; then, in the final section, we consider the steps that might be taken to achieve results.

A. STRENGTHENING THE QUALITY OF COLLEGIATE EDUCATION

New Jersey, the nation, and the world need well informed, inquisitive, open-minded, young people who are both reflective and productive; citizens who answer to life's most pressing questions. Above all, we need educated men and women who not only pursue their own personal interests in thoughtful and intense ways, but who are also prepared to fulfill their social and civic obligations.

Since *A Nation At Risk* appeared in 1983, the push for better schools has become a priority across the country. More recently, the spotlight has shifted to higher education. Colleges and universities are being called upon to improve programs while providing affordable entry for all who would benefit. Such a theme closely parallels Governor Kean's and the New Jersey Department of Higher Education's commitment to access and excellence.

To educate effectively the coming generation, every independent college must have clear goals, provide a high quality undergraduate education, and promote excellence in teaching. Indeed, one crucial issue that is emerging from the quality debate relates to the role of teaching and growing concerns about the lack of adequate faculty renewal and training programs. Is high quality teaching to be a priority of our colleges and universities? Can colleges and universities strike a better balance between teaching and research? Further, every independent college and university must commit itself to the systematic evaluation of its programs. This priority is stressed in several reports, including the National Institute of Education's *Involvement in Learning* and the report of the National Governors' Association. There is strong evidence that, with rising college costs, there will be growing pressure from governmental officials and the public for colleges and universities to demonstrate in more tangible ways the quality of their work. The independent colleges in New Jersey, while serving with distinction in the past, must make consequential changes to sustain quality in the days and years ahead.

We conclude that we cannot achieve a better educated workforce, promote social and economic advances, or effectively serve the minority students of New Jersey unless the state's colleges and universities provide a superior education. In the process of meeting new challenges, New Jersey's independent colleges and universities can develop programs that will serve as models for the nation. But these goals cannot be reached merely through state aid alone, as important as this is. The quality of education on each campus also requires the will and the imagination of those who lead and those who teach. This is the linchpin on which all other strategies will depend.

B. KEEPING NEW JERSEY ECONOMICALLY COMPETITIVE

New Jersey is an industrial state and its economy increasingly will rely, not on the traditional "smokestack" industries, but on high technology research and development. Education has become as basic to this high-tech economy--the second industrial revolution--as steel was to the first. Consider that, in New Jersey, half of the work force in 1950 was engaged in manufacturing and construction. Today, only one worker in four is employed in those industries.

In 1983, the Governor's Commission on Science and Technology reported that expenditures for research and development in pharmaceuticals and electronics in New Jersey exceeded those in

any other state and that more than 700 research and development laboratories were located in New Jersey. Indeed, the very identity of this state has been and will continue to be shaped by the technological revolution. A drive down the exploding Route 1 corridor gives vivid evidence, even at casual glance, that New Jersey is a state moving forward on the power of ideas.

What does all of this mean to colleges and universities, to business and industry, and to society at large? Many of the nation's jobs in semiskilled assembly line work have been lost to automation or foreign competition. As the American economy moves toward service and technology, a better educated work force is urgently required. The new jobs being created, especially in small entrepreneurial firms where employment is growing fastest, require advanced education, new technologies, and well-trained scientists and engineers.

Coming back to New Jersey, Route 1, and other expanding regions, the independent colleges and universities are crucial if the state is to maintain its technological edge. We are impressed that, each year, these institutions graduate 70 percent of the state's advanced degree holders in physical science, computers, and business. And we find it reassuring that in distributing the proceeds of the recent Jobs, Science and Technology Bond Issue among the public and independent sectors, the state acknowledged this important contribution by reaffirming that the health of *both* sectors is crucial to New Jersey's economic development.

Still, even with recognized commitments, New Jersey cannot afford to be complacent about the education of its work force. As the Science and Technology Commission reported in 1983, we are especially concerned that the science and technology programs at institutions with small endowments will find it ever more difficult to maintain their laboratories at a state-of-the-art level.

> Without extensive reforms...that both improve the overall quality of education and deepen our investment in the physical sciences and engineering, we cannot hope to be a viable competitor in the technology race. States from Maine to California have undertaken scores of programs designed to foster the expansion of science and technology-based industries. (Science and Technology Commission Report, 1983)

Once again, quality is the key. New Jersey will attract and hold its share of students in science, technology, and business fields, and as a consequence serve well the state's economic interests, only if our schools and higher learning institutions are first rate, only as we assure high quality teaching and superb research. Further, the laboratories and libraries of our independent colleges and universities must be world-class because we are competing not only with other states, but with the push for excellence worldwide.

C. EDUCATING MORE EFFECTIVELY MINORITY STUDENTS

There is a backdrop to this report on education in New Jersey that, in the end, may overshadow all the rest. The face of young America is changing. By the year 2000, 30 percent or more of all students will be from minority groups. These are students who have not traditionally been well served by the schools. Indeed, the dropout rate among economically disadvantaged students is almost 50 percent, and many who do graduate are not educationally prepared to become productively employed or to meet their social and civic obligations.

But the problems are not just with the schools. It is disquieting that higher education appears to be less responsive to the needs of these students than the circumstances would require. Even as the proportion of blacks and Hispanics in the total population continues to climb, the absolute number of minorities enrolled in higher education is declining. It is sad to note that minority enrollment in higher education peaked in 1980. For New Jersey, the education of minority students is a challenge of great urgency. We have in our state an alarming number of black and Hispanic students who are not being well prepared.

Governor Kean, in his 1987 message to the Legislature, stated the problem succinctly: "Minorities continue to be hindered in their effort to further their education." With black and Hispanic students underrepresented in New Jersey's colleges and universities, the American promise of equality of opportunity remains sadly unfulfilled. And as minority group members make up a larger percentage of our total population, that failure will increase unless state and national priorities are turned around.

In all of this, New Jersey's independent colleges and universities have a crucial role to play. Most of these institutions have strengthened minority recruitment efforts, and some have a commendable record in recruiting, retaining and graduating black and Hispanic students. Colleges like Bloomfield, with 55 percent minority enrollment, and Upsala and St. Peter's, with close to a quarter or more, are to be commended for their commitment to enlarging educational opportunity for the state's minority populations. Still, at eight of the 16 independent institutions, black and Hispanic students made up less than 10 percent of the full-time equivalent enrollment in 1985 (Table 2). Overall, more must be done.

Further, the Commission believes that New Jersey's institutions of higher education, public as well as independent, have not fully recognized the urgent role they must play in confronting the most difficult educational and social problem of our time--the failure of the urban schools. It is here that the majority of our poor, black, and Hispanic students exist. And it is to these students that the colleges have special obligations. The harsh truth is that of the roughly 90,000 ninth graders that entered New Jersey's public high schools in 1980-81, 16,519 dropped out before graduation. The following year's class, the one that graduated in June of 1985, counted 16,726 dropouts. In urban school districts, such as Newark and Trenton, the dropout rate runs to 50 percent or more.

We cite these data as a way of pointing out the challenge, not to heap blame on beleaguered schools. Teenage pregnancy, single parent families, abuse of drugs and alcohol, and unemployment are symptoms of a lack of hope that pervades many of our urban classrooms. If our children have not been adequately fed, confront drugs and crime, have no confidence about their future, and lack role models for success, then schooling for them almost seems irrelevant and despair is the real enemy.

These conditions are obviously not unique to New Jersey and its urban communities. We have a national problem with regard to urban schools and communities and it cannot be solved by education alone. Yet, in looking for strategies of hope, education *does* have an important role to play. Governor Kean, in a recent address to the College Board, challenged colleges and universities to enlarge their efforts on behalf of minority students:

> We cannot solve the problem of minority under-enrollment in our nation's colleges unless we work together. That means schools, colleges, government, and business have to see their common interest and act. Right now colleges must recruit more aggressively. They must do it at the high school level or earlier to sell minority kids on college. And they must pay attention to what happens to those students once they are in.

It is the strong conviction of the Commission that the independent colleges and universities in New Jersey have an important and unique role to play in improving the education of traditionally bypassed students. And it is not enough for colleges to deal only with the half who make it to high school graduation. By then, for far too many of our children, opportunity is lost. Only an aggressive, sustained, single-minded effort can save us from a future in which large numbers of our young people are unable to live self confident, productive, fulfilling lives.

D. PREPARING BETTER TEACHERS FOR BETTER SCHOOLS

Excellence in education in New Jersey means excellence in teaching and one of the most essential tasks independent colleges and

Table 2

Black and Hispanic Enrollment at New Jersey Independent Institutions
Fall 1986

Institution	Number of Black FTE	Number of Hispanic FTE	Total Minority as Percent of Total FTE
Bloomfield	452	88	54.5%
Upsala	321	53	31.2%
St. Peter's	231	397	23.6%
Caldwell	49	26	16.7%
Westminster	39	9	15.9%
St. Elizabeth	46	25	11.7%
Seton Hall	443	264	11.2%
Centenary	55	14	10.7%
Felician	13	14	9.2%
Stevens	82	128	9.0%
Princeton	313	218	8.4%
Drew	99	39	7.6%
Georgian Court	46	35	7.5%
Fairleigh Dickinson	399	193	6.9%
Monmouth	126	53	6.2%
Rider	75	41	3.2%

universities perform is the preparation of those who teach the coming generation. The public policy challenge presented by this fact is for the state's colleges and universities--both public and private--to encourage our most able and thoughtful students to go into teaching and to improve teacher education programs in New Jersey.

Declines over the past decade and a half in SAT scores and the growth of remedial courses at New Jersey's colleges and universities have raised public concerns about the quality of teachers and their preparation. And it is painful to note that as the state attempts to raise the standards of its schools, it often must look to out-of-state colleges to provide the best teacher candidates. Once, the dialogue focused on the *quantity* of teachers available for America's classrooms; today, it is on *quality*.

A December 1986 report on New Jersey's Provisional Teacher Program concluded that, "During the past 15 years, the quality of persons enrolled in traditional [teacher] preparation programs has declined." Several demographic shifts within the pool of college-going students have contributed to this condition. Women, once drawn heavily into the teaching profession, are selecting alternative career options in ever increasing numbers. Business, engineering, medicine, the legal professions, and other previously male-dominated fields are recruiting women with higher salaries and opportunities for advancement than schools have been willing or able to offer.

Minority students, though underrepresented in New Jersey's colleges and universities, are also choosing career options other than teaching. In its national surveys, the Carnegie Foundation has found that better prepared minority students are even less likely than their white counterparts to consider teaching as a profession.

Although several studies have suggested that the baby boom "echo," following a decade of decline in enrollments, will create a national teacher shortage well into the 1990's, New Jersey data continue to support the conclusion that the supply of teachers--in strictly numerical terms--should be adequate to respond to the anticipated increase in student enrollment. But improvement in the *quality* of instruction remains our principal concern.

In an effort to improve teacher quality, New Jersey has, once again, provided important national leadership. First, through an "alternate certification route," qualified college graduates who pass the National Teacher Examination can earn teaching certification as they gain classroom experience. Working with a "master teacher" (mentor), the alternate route candidate is supported by both in-service training and seminars. Having increased the eligible pool of teacher candidates through the "alternative route" approach, the State Department of Education has also raised the cutoff scores of the NTE, and candidates from both traditional and alternative routes now conform to higher standards.

The results of these two reforms are impressive. Between 1985 and 1986, applications for the alternative route rose from 1,217 to 1,962, an increase of 61 percent. More than one-third of the candidates hired in September 1986 had graduated from college with honors. And the numbers of teacher candidates taking and passing the NTE rose substantially, despite the higher cutoff levels.

The independent sector, which has earned its reputation in liberal arts education, has long been a primary provider of teacher candidates in New Jersey. With a history rooted in substantive quality and program innovation, the private colleges and universities have built a solid record of achievement in responding to the needs of New Jersey. Of the 43,000 teachers currently in New Jersey approximately 25 percent were educated at New Jersey independent colleges.

New Jersey's independent colleges and universities have, over the years, made a large contribution to the state through the teachers they prepare. This substantial resource has long been "in the public service." However, it is the conclusion of the Commission that this task must be extended, both by quantity *and* quality, in the days and years ahead.

E. REAFFIRMING SOCIAL AND CIVIC VALUES

American colleges and universities have never considered themselves trade schools, mere avenues to well-paid employment. They have sought to form the whole person, to provide the civic and moral context for the subject matter and skills students are taught. But as college programs have moved away from their traditional liberal arts core toward a more career-oriented focus, the ethical context has often been neglected.

This brings us to the most difficult and yet, perhaps, the most essential challenge our society confronts. If higher education has meant anything at all, it has meant having the freedom to follow truth wherever it may lead. Still, independent higher learning institutions have, we believe, a unique responsibility to help students develop the values they need to cope with the complexity of the modern world. As independent institutions they have a social obligation to communicate values and help students clarify their own principles and beliefs. At some of these schools, that search for larger meaning takes place in a secular context; at others the discussion is conducted within a religious or church-related setting.

Today there is a call, both within the academy and nationwide, to consider once more the larger, more consequential themes that give special significance to our lives. The Association of American Colleges report entitled *Integrity in the College Curriculum* states:

> ...Unquestionably suspended judgment is the appropriate mode of scientific inquiry; it allows investigation to proceed and postpones decision until evidence requires it....But men and women do not live in suspension. They must make real choices, assume responsibility for their decisions, be comfortable with their own behavior and know why. They must embody the values of a democratic society in order to fulfill the responsibilities of citizenship. They must be equipped to be perceptive and wise critics of that society, repositories of the values that make civilized and humane society possible.

To raise questions of ethics and larger civic purposes in appropriate courses is not to indoctrinate students, but to suggest that living has a dimension that goes beyond the disciplines, that seeks to relate the classroom to the realities of life. While students should not be required to demonstrate loyalty to any particular set of values, they should be encouraged to reach conclusions and shape convictions of their own. They should be expected to go beyond mere competence and to place their career interests in historical, social, and ethical perspective. It is here, we believe, that the independent colleges have an urgently important role to play.

III. STRATEGIES FOR ACTION

We now turn to strategies for action. What steps should be taken--by the colleges, the state, and the other concerned partners--that would effectively respond to the five major tasks to be accomplished?

The Commission, in shaping its recommendations, has looked in two directions. First, we focus on the colleges and universities themselves, and we ask: What can each institution do to lift its own sights and improve its own programs of teaching and scholarship in order to be of greater service to the state? Second, we turn to partnerships, and consider creative ways the independent colleges might work together, reach out to the schools, and join with the corporate world and the state government to respond to New Jersey's urgent social, economic, and educational needs.

A. RENEWAL OF THE CAMPUS

While New Jersey's independent colleges and universities offer a sound education to their students and while there are campuses with graduate and technical studies of national and even international distinction, it is still the opinion of the Commission that the institutions themselves have an important leadership function to fulfill.

The first task is to have a clear and vital mission. As we looked at New Jersey's 16 independent colleges and universities we were struck by their long tradition and their sense of dedication. At the same time we found at some colleges a confusion over goals and a push, driven largely by a concern about enrollment, to expand rapidly into new fields and in the process, lose distinctiveness and a sense of coherent purpose. There is, at some of the institutions, ambiguity about what they are or what they should become. We are convinced that each independent college and university must define and speak with confidence about its special status and its capacity to respond creatively to new and important needs.

- *The Commission is united, therefore, in the belief that the independent sector will be prepared to fulfill its vital service to the people of New Jersey only as each campus defines precisely its unique mission and provides a quality education for its students. Further, each institution should translate its distinctive goals into specific programs on the campus.*

- *If the state's independent colleges and universities are to attract and hold outstanding students, they must focus greater attention on recruitment. The materials used by these colleges and the presentations made should describe with clarity what the colleges can and cannot do on behalf of students. Further, greater effort must be made to keep high school counselors in New Jersey informed about the colleges, their programs, and their unique character, and full cooperation with the Department of Higher Education's program in this area is essential. In addition, the independent colleges must enlarge their efforts to inform non-traditional students of opportunities for higher education and lifelong learning.*

- *We note with concern that while several independent institutions have an enviable record of serving minority students, half fall below the percentage of minorities graduating from the state's high schools. This deficiency is unacceptable. Recruiting students is only the beginning. The goal must be retention, and the completion rate for minority students must be at least as high proportionately as for the majority population. We recommend that every New Jersey independent college expand efforts to serve more effectively disadvantaged students. Each college should have a specific plan to recruit black and Hispanic students, focusing especially on the urban regions of the state. We further suggest that these plans be provided as information to the state.*

- *To increase retention and completion, each college and university in the independent sector should carefully examine the orientation programs offered to all incoming students, including those who are part-time. An effective orientation program focuses on the student's academic life and addresses other key aspects of the undergraduate experience. Further, effective counseling and guidance programs should be available during the full course of the student's undergraduate career. The goal must be to cut sharply the dropout rate, and a 50 percent reduction in attrition seems to us a reasonable objective.*

One of the claims most often made about independent institutions is their capacity to reaffirm social and civic values, one of the five essential tasks identified in this report. Many of these colleges have religious roots and all of them are free of state constraints. But for this mission to be accomplished it will take more than pious declarations. If the independent colleges are to fulfill a major role in advancing the social and civic understanding of each student, then the academic core must be more than a hodgepodge of disconnected courses. It is the opinion of the Commission that educating students who are to meet their social and civic obligations begins with a general education program that introduces students to the disciplines and also helps them gain perspective.

- *We specifically urge every independent college and university to undertake a substantive review of its general education offerings and, as necessary, make changes to assure a more effective and coherent program. We further recommend that every college be able to demonstrate clearly to its students how core requirements help fulfill the liberalizing objectives of the institution.*

During the past fifteen years, the push in American higher education has been toward more career-related courses. Students are eager to get credentialed and get a job, and the number of degrees conferred in business has dramatically increased, while those in the liberal arts have gone down. Today, one out of every four baccalaureate degrees is in business. While we applaud the interest among students in preparing themselves for productive employment, we view with concern the growth in specialized education and the diminution of general education on many campuses. Some majors have become, in the process, little more than trade school programs that give students skills, but not a liberal education.

We challenge the independent sector in New Jersey to find creative ways to blend general and specialized education and to lead the way in redefining career preparation in the context of the liberal arts. Let each college ask itself how the majors it offers students differ from what could be acquired through job training or study in a corporate classroom.

- *Specifically, we propose that each independent college and university in New Jersey experiment with programs that integrate more fully its general education requirements with the major. The goal should be to have all students place their majors in historical, social, and ethical perspective. New Jersey independent colleges and universities should lead the way in developing experimental programs that prepare professionals who are not only competent but who also bring integrity to their work. We are pleased to note that the Department of Higher Education has a challenge grant program in that area.*

Teaching is at the heart of the undergraduate experience and it should be given a high priority on every campus. The central qualities that make for successful teaching can be simply stated: command of the material to be taught, a contagious enthusiasm for the play of ideas, optimism about human potential, the involvement of one's students, and, not least, sensitivity, integrity, and warmth as a human being. When this combination is present in the classroom, the impact of a teacher can be powerful and enduring. The hallmark of the independent colleges should be excellence in teaching.

- *Specifically, we recommend that every independent college and university give*

particular emphasis to teaching undergraduates, especially in the general education sequence.

- *Further, if teaching is to assume the status it deserves, the performance of each teacher in each classroom should, we believe, be formally assessed. We urge that independent colleges also pay careful attention to the evaluation of teachers for tenure and promotion.*

Next, we turn to institutional evaluation. Today there is a great concern about the outcomes of a college education. Are colleges and universities achieving for students what their catalogues promise?

- *We strongly recommend that the independent colleges and universities in New Jersey take the lead in evaluating the impact of the baccalaureate experience. Such leadership will demonstrate to public officials in the state that the independent sector is willing and able to be fully accountable. In addition, evaluation procedures will, we are convinced, be helpful in attracting able students to these institutions. In assessing outcomes, the task is to strike a balance between the measurable progress of each student--as determined by the information acquired and the skills developed--and the overall impact of the undergraduate experience, not just in academic matters but in such matters as community service and development of values.*

- *We further suggest that the Association of Independent Colleges and Universities in New Jersey explore with the Department of Higher Education the ways in which these institutions might appropriately participate in a state-wide assessment program.*

Independent colleges like to think of themselves as having a special campus quality with a spirit of community that enriches learning and living. But they need to demonstrate this special quality in credible ways. How can students on the campus feel both the excitement and responsibility that come from being an active member of a community of learning? What are the unique traditions of the institution and how can they be sustained? How can we promote a service ethic that is related directly to important social needs? The challenge for the independent college is to extend its resources for learning on the campus and to see academic and non-academic life as interlocked.

B. PARTNERSHIPS FOR PROGRESS

We have stressed, thus far, the need for each college and university to commit itself to the strengthening of its own program of education. But to respond most effectively to the challenges of this report, *collaborative* efforts also are required. Thus, we now turn to the partnerships the independent colleges should establish, first with each other, then with the schools, the corporate sector and, finally, the state. We recognize that many of the recommendations set forth in this section of our report will require a significant expenditure of resources, both human and financial. More private sector support is crucial, and state funding must continue and be expanded in well targeted ways if partnerships for progress are fully to succeed.

Partnerships Among the Colleges

We are convinced that all of the challenges defined in this report--ranging from the economic to the social and civic tasks to be accomplished--can be met more effectively as the independent colleges and universities work together. Through collaboration, resources can be more effectively deployed and creative ideas more imaginatively pursued.

But the issue of cooperation among higher learning institutions is complex. There are, in the country, few examples of serious and sustained collaboration. Still, we believe there are creative possibilities to be considered in New Jersey. We direct the following considerations to presidents and boards of the individual institutions, the Association of Independent Colleges and Universities in New Jersey, and the Board of Higher Education:

- *To improve quality, increase efficiency, and enhance the educational impact of independent higher education in the region, would it be possible to develop in central New Jersey, a Claremont type of higher education complex in the Madison-Morristown area? Fairleigh Dickinson University, Drew University, and the College of St. Elizabeth are within a mile of each other and form a logical nucleus for cooperation. With their critical mass they could create a learning center for the state greater than the sum of the separate parts. New Jersey has too few "college towns." Madison-Morristown is a logical one. Some cooperation has begun. Already underway is some modest sharing of dormitories and academic programs. These efforts are to be encouraged. What additional resources, facilities, and programs are required to enlarge the linkages, to make the educational possibilities greater?*

- *Looking to the northwestern corner of the state, Centenary College and an off-campus branch of Upsala College are the only well-established higher education institutions in a three-county area. What was once a largely rural district is undergoing significant population growth. Would it make sense for Centenary to join with Upsala as a fully-compensated service agent of the community college commissions in Warren and Sussex counties? Regardless of the specific plan, we note that the Board of Higher Education is now reviewing the needs of the northwest area of the state, and we urge that special consideration be given to the roles of the independent institutions in that area.*

- *To attract more New Jersey students and to enhance still more service to minority students in the state, would it be possible for several independent colleges to join in collaborative projects aimed at sharing their resources? Bloomfield College and Upsala College, for example, are in relatively close proximity to one another, and both serve more minority students than most New Jersey colleges. While Bloomfield and Upsala are strong institutions, they have come under some enrollment pressure. If the enrollment declines continue, they may find that cooperation is a useful strategy in mounting the necessary programs of counseling and remedial work that their students require.*

Beyond those regional collaborations, we propose that the independent colleges form, under the leadership of the Association of Independent Colleges and Universities in New Jersey, a special panel of administrators, trustees, and faculty to fully investigate new cooperative ventures. Specifically, the panel may wish to organize four task forces that focus on the public challenges defined in this report. For example:

- *We suggest that the undergraduate colleges explore together different ways to improve the undergraduate curriculum, institutional evaluation, and the like, developing inter-institutional projects that would be attractive to public and private funding agencies.*

- *We also urge that to better serve minority students, the separate campus plans be integrated into a state-wide minority education plan in which all of the independent colleges in the state would establish overall enrollment targets and coordinate plans for outreach and recruitment.*

- *To prepare better teachers for better schools, we urge that a state-wide task force be formed by the independent colleges to develop a collaborative program for teacher institutes and in-service learning for the state's public and private schools.*

- *Finally, we propose that independent colleges form a state-wide task force on values in higher education. The charge would be to define issues and compare experimental programs on the separate campuses that relate core content to civic and social concerns. Consideration should be given to the development of model courses, the preparation of faculty, the formulation of teaching materials, and the instilling of moral and ethical awareness among undergraduates. Cooperative programs of commu-*

nity service in urban areas or social awareness study projects also might be considered.

Our intention as a commission is not to impose a rigid agenda of inter-institutional cooperation among New Jersey's independent higher learning institutions. It is our conviction, however, that these 16 colleges and universities should join together, not only to pursue economic and political objectives, but educational purposes as well. Only as they cooperate in creative new ways will New Jersey's independent institutions fulfill most effectively their public mandate.

Partnerships with the Schools

Education is, or should be, a connected institution and, today, nearly one out of every two high school graduates goes directly into higher education. If we are to have better schools in New Jersey, if we are to have better teachers, and if we are to educate more effectively disadvantaged students, the partnership between schools and colleges must be strengthened. A closer relationship between the two levels of education is urgently required.

To talk about togetherness is popular and appealing. Still, the power of tradition remains strong, and efforts to improve cooperation are hit-or-miss ventures. Experiments come and go, projects die and new ones are born. What is needed is the recognition that the destinies of educators at all levels are inextricably interlocked. The potential for cooperation between schools and colleges, however, can be no greater than the ability to agree on common goals. What is it that schools and colleges, working together, expect of their graduates? What do they want to achieve through their collaboration? There is no agreement on appropriate curriculum at either level. Lip service is paid to the value of a general education but a coherent program has not been developed. As a top priority, in-service programs for teachers should be collaboratively developed by school-college partnerships. Summer institutes and short term courses are critically important in the liberal arts and science fields and we urge that classroom teachers be decisively involved in shaping the content of such programs. We recognize that many independent institutions have arrangements of this nature and we urge that such programs be expanded. To strengthen collaboration the following is proposed.

- *First, each New Jersey independent college and university should establish partnerships with surrounding high schools in its region. A school-college council might well be established, a three- to five-year plan of action drafted, and resources secured--either from internal reallocations or outside funding--to support the venture.*

- *We also urge that colleges and schools work together to overcome the rigid lockstep of grade placement. Students should be free to move at their own pace with more flexibility in making the transition from school to college. Specifically, we recommend that experimental transition schools be established that combine the school-college years and avoid curricular overlap and duplication.*

- *We also suggest that New Jersey's independent colleges consider a college-in-the-schools program modeled after the Syracuse school-college colloboration. In this effort, college-level credit courses are offered in the schools for college bound seniors. Outstanding high school teachers are employed as instructors by the higher learning institutions. Such an arrangement not only gives professional status to outstanding teachers, it also increases the prospect that motivated students who take college courses while in secondary school will complete their collegiate study at the New Jersey institution. We note with satisfaction the program at St. Peter's College which, we believe, should be adopted by other institutions in the state.*

- *Above all, schools and colleges should collaborate to serve more effectively disadvantaged students. Specifically, we recommend that schools and colleges work together to implement an early identification program. At risk students, while still in junior high school, should be assigned college students who serve as mentors and colleges should*

have summer institutes in selected fields for disadvantaged students.

- *Cooperative programs between colleges and schools require unusual commitments of time and resources. We recommend that the Board of Higher Education consider a special incentive grant program that would provide start-up funds for creative linkages of schools and colleges in New Jersey to enhance the educational excellence of students and the renewal of the teacher. Grants should be made available to both the public and the independent sectors.*

Collaboration is not an automatic virtue and not every cooperative venture is destined for success. But the undergraduate colleges and universities in New Jersey do have an unusual opportunity--and an obligation--to reach out to colleagues in the schools. To those who make the effort, the rewards can be high and students well-served.

Partnerships with the Corporate Community

Since the beginning of industry and commerce in New Jersey, private enterprise and independent higher education have moved along together. Private donations of money and books, for example, enabled the first of our independent institutions to begin in 1746. Ongoing gifts from the private sector have continued over the years to be critically important. In a report on the role of independent colleges and the problems confronting our state, it is essential that we discuss the corporate community as an important partner.

The special relationship between these two sectors was expressed well by Alfred P. Sloan, Jr. who wrote:

> When the annals of our time are recorded, it will most likely be found that the two greatest contributions of our time have been the U.S. university and the U.S. corporation; both mighty forces, both uniquely American. If these two forces can go forward together in understanding and cooperation, there is perhaps no problem beyond their joint power for resolution. If, however, they choose to go their separate ways, there is no solution of any problem affecting either that is likely to be long lasting.

The interrelationship between business and higher education is extraordinary. In a very real sense one is drawing an unreal distinction in speaking of these two elements of our society as separate entities. Certainly higher education is the vital training ground where future leaders of business--managers, scientists, and engineers, as well as other workers--are being educated today. At the same time, corporate leaders serving as college trustees, directors, and lecturers are contributing their wisdom and experience to the task of shaping the future directions of higher education.

Through philanthropy, corporations exercise yet another force directly affecting higher education, especially independent higher education. In a 1986 report, the Vice Chairman of the Philip Morris Companies, Inc., asserted the following:

> Historically, corporate giving has played a leading role in attempts to identify and meet important social needs. That role continues. Through support for organizations and institutions in education, health, the arts, and social and civic services, corporations are helping strengthen the fabric of our society and improve the social environment we live in.

Recent articles documenting the stunning success of the New Jersey economy, as well as materials intended to attract business to the state, all cite higher education as a major positive factor. On May 8, 1987 the *Business Journal of New Jersey* made the following statement: "Move over Sun Belt States. It seems that the economies of the northeastern and mid-Atlantic states, including New Jersey, are out-performing the Sun Belt because of a more highly educated workforce."

For all of these reasons, we deem it appropriate, indeed essential, to urge a close partnership between New Jersey's higher learning and corporate communities. We do so, recognizing

that the solutions to the five priorities identified in this report are essential to higher education today and to New Jersey's economic strength tomorrow. The very future of New Jersey's economy depends on the success of the state's higher education system. At a time when federal aid for students has diminished, the independent colleges will need assistance especially in supporting low income and minority students.

- *Specifically, we urge that New Jersey's business community join the colleges and universities in providing scholarships, especially in math, science, and engineering, to encourage higher enrollment in these fields among young minority men and women.*
- *We also recommend that New Jersey's business community make available to independent colleges and universities a Teacher Excellence Fund to support summer institutes for teachers, especially for those who teach in New Jersey's inner cities.*
- *We urge that industry consider funding summer fellowships for professors at New Jersey's independent colleges in selected fields of strategic interest to the state.*
- *We also urge that New Jersey industry establish a competitive Excellence-in-Research grants program that would make available to the state's independent colleges funds to refurbish laboratories in science and technology. Such a program would complement a more comprehensive state-financed program that would be directed to the overall construction needs of this sector of higher education.*

Partnerships with the State

Finally, we turn to the crucial matter of the relationship between the independent colleges and the state. In recent years, under the leadership of Governor Kean and the Board of Higher Education, New Jersey has pursued a farsighted and enlighted policy in education. The state's response to the financial problems created by declining enrollments in the four-year state colleges and the community colleges has been balanced, sophisticated, and, above all, generous. In the past three years, despite a 10.6 percent drop in college enrollment state-wide, state appropriations for higher education have significantly increased in real dollar terms. Funding for the community colleges has shifted from a fixed dollar, per capita basis to one based on operating and program costs. Further, state colleges have been given not only multimillion dollar challenge grants to improve quality, but more autonomy to manage their financial affairs.

Independent colleges and universities have also benefited significantly from the state government's emphasis on excellence in education. New Jersey is one of the few states, if not the only one, to provide its independent colleges with a base of support pegged to per capita support at state colleges. The Independent College and University Assistance Act authorizes the state to support independent institutions at 25 percent of the level of direct per student support for the state college sector. In the past two years, direct aid to independent colleges and universities, on a per New Jersey resident FTE basis, has risen from $672 to $970, a 44.3 percent increase. In terms of its partnership with independent higher education, New Jersey is a leader in the nation.

Still, there remain a few strategic steps to be taken that would, we believe, be enormously beneficial and place the independent colleges and universities in a still better position to fulfill their public mandate. A new and enlarged agenda, five public policy tasks, is presented to the independent sector. There is a need for sustained, well-targeted, and expanded state support for these essential institutions. Still, we return to the conviction that such aid should be based on clear evidence that the independent colleges--individually and through partnerships--are ready to respond to the challenges of this report. Specifically, we recommend the following:

- *The Aid Act in New Jersey was to provide a base of support to independent colleges "to assist these institutions in the provision and maintenance of quality academic programs."*

The 1981 statewide Master Plan called for full funding of the legislation within three years. That objective still has not been achieved, and we urge that such a goal now be vigorously pursued. We also urge that the formula used in determining this aid be based upon all appropriate items related to educational costs.

- *The Tuition Aid Grant Program was designed to provide access and choice for New Jersey's needy college students. The TAG award is based upon financial need and each year this program aids nearly 10,000 New Jersey residents who attend independent colleges and universities. The Commission recommends that the Board of Higher Education move vigorously to achieve its goal of a maximum award in the Tuition Aid Grant program equal to 50 percent of the average tuition in the sector. The Commission recognizes and applauds the fact that the state has made extraordinary progress towards this goal, moving from 32 percent in 1982 to over 45 percent for the current academic year, but as the tuition gap (the difference between average public college and average independent college tuition) widens, the 50 percent goal is of critical importance in allowing students, and particularly needy minority students, both access and choice in higher education.*

The Governor's Commission on Science and Technology recommended that New Jersey "increase the size, broaden the scope, and improve the overall quality of graduate education in applied science, engineering, computer science, biotechnology, and related technical fields." Many programs exist that provide students with access to undergraduate education but only limited funding, through the Garden State Fellowship Program, exists at the graduate level. If New Jersey is to maintain a viable economy and a healthy system of higher education then it will have need of competent people with appropriate advanced degrees. The state should be encouraging post-baccalaureate studies in those fields that are so vital to the future quality of life in the state.

- *The Commission, therefore, asks the state to consider developing a need-based aid program for graduate students to assist them in obtaining advanced degrees in the areas of public need (scientific and technological fields) discussed earlier in this report from both public and independent institutions.*

- *We also recommend that a state-wide effort be made to increase the number and quality of New Jersey students who enroll in New Jersey higher learning institutions. Specifically, we suggest that the state finance a network of Regional College Advisement Centers, places where prospective college students and their parents could go to learn more about the higher education possibilities in New Jersey at both public and private institutions.*

- *We also urge that the state offer summer grants for counselors, especially those in inner city schools, so they can acquire more information about New Jersey and other higher education institutions and may, in turn, be better able to advise their students.*

- *The state should consider the expansion of the Governor's Teaching Scholars Program by supporting more qualified candidates from each region. In addition, loan forgiveness might be offered to candidates who teach in New Jersey's urban centers or in fields which satisfy current state needs in mathematics and the sciences.*

- *Finally, we strongly recommend that the state create an aggressive information program to advise prospective students of the advantages of higher education in New Jersey. Such a program, led by the Governor, the Board of Higher Education, and the New Jersey Association of Colleges and Universities, should highlight both the excellence and great diversity of the state's colleges and universities. New Jersey has successfully communicated the recreational and economic advantages of the state. We believe educational opportunities should be advanced as well.*

During our deliberations the Commission also considered state relationship models that would

recognize the unique services of selected institutions and, with new funding arrangements, bring them into a closer relationship with the state. During such discussions we asked:

- *Would it be possible for a selected number of New Jersey's independent institutions to assume new relationships with the state? For example, Stevens Institute of Technology is a very special resource that provides important services to many of New Jersey's citizens. Might not a relationship for Stevens, and perhaps other independent institutions, based on a contract-for-services similar to the one between the state and New Jersey Institute of Technology, benefit many more people and maximize their potential as precious New Jersey resources?*

- *Further, Monmouth College and Fairleigh Dickinson University act, in effect, as surrogates for state colleges in their service areas. Neither is church-related. Both provide the same kinds of career programs that are the mainstay of state college curricula. Would these colleges be able to serve more New Jersey students, and serve them better, if they had an association with the state similar to the one that Temple University and the University of Pittsburgh have with the Commonwealth of Pennsylvania? These possibilities need to be explored further and seriously considered.*

In this report we have identified five urgent public policy tasks to which the independent colleges should be devoting their energies--and, indeed, in many ways the colleges are attempting to deal with these issues. While the colleges will continue their efforts regardless of the response of the state, it is obvious that without the help of the state their response will be much less effective. In the end, if the resources of the independent colleges are not fully utilized, it will be the citizens of New Jersey who will be less well off.

- *Therefore, we strongly urge the Governor to consider extending the challenge grant program to the independent colleges and universities. This imaginative program has helped sharpen the missions and improve the quality of the state colleges and we are convinced that the program would better prepare independent colleges to sustain excellence and to aid the state in meeting essential tasks. In this way, the partnership between the state and the independent colleges will be moved to higher levels of cooperation and effectiveness.*

One further point: There is a growing concern among many higher education leaders about campus buildings--many of which were put in place at the time of the enrollment explosion after World War II. Facilities and equipment at many institutions are, in fact, outdated and inadequate for the tasks that lie ahead. A National Association of College and University Business Officers' report estimates national replacement costs at approximately $50 billion. The capital needs of the 16 independent colleges in New Jersey for new construction, renovation, deferred maintenance, and scientific equipment over the next five years have been calculated to be nearly $600 million. Further, colleges face the necessity of asbestos removal and the need to meet changing environmental and safety standards. Such legal mandates, while essential, put enormous burdens on budgets already overtaxed.

- *We recommend, therefore, that the Board of Higher Education develop ways to assist the independent colleges in the important area of facilities, equipment, and renovation as part of an overall, state-wide plan.*

The Public and the Independent Sectors

In exploring the possibilities of partnerships, the Commission considered the relationship between the public and the independent sectors of higher education in New Jersey. While the relationship is cordial, and while a very useful inter-sector organization now exists, it is the conviction of the Commission that the work of the New Jersey Association of Colleges and Universities should be expanded to make it possible for all of the state's higher learning institutions to use more effectively their resources in service to the state.

- *We are convinced that the time has come for all institutions of higher education in New Jersey to explore ways in which they can work together on the priorities outlined in this report: strengthening the quality of collegiate education, keeping New Jersey economically competitive, educating more effectively minority students, preparing better teachers for better schools, and reaffirming social and civic values. Such a partnership will bring new vitality to both the state and higher education.*

IV. CONCLUSION

Colleges and universities are among the most durable of all human creations. Oxford and Cambridge, the Universities of Paris and Bologna have long outlasted the other social, economic and political institutions of the Middle Ages--the churches alone excepted. This directly reflects the unique capacity of higher education to sustain the traditions of the past while responding creatively to changing needs and conditions.

For more than 240 years independent colleges and universities in New Jersey have provided the state and the nation with generation after generation of educated men and women. We have every reason to believe that this network of institutions will continue to serve for generations to come. It is with a sense of responsibility to the future that we commend these institutions to public officials and to the public at large. They are of enormous service now and a precious resource for tomorrow.

APPENDIX A

THE INDEPENDENT COLLEGES AND UNIVERSITIES IN NEW JERSEY

BLOOMFIELD COLLEGE [1868] is an institution that has adapted to the changing needs of society while at the same time maintaining the commitment to its primary mission. Though a small liberal arts college, it has comprehensive programs stressing career preparation. Entering day freshmen participate in a unique interdisciplinary Core Program that has attracted national attention. The Learning Support Workshop, available to all students, is an individualized skills improvement program rated "exemplary" by the U.S. Department of Education. Evening and weekend programs for women and veterans, as well as Action (an accelerated degree program for adults), provide flexible scheduling opportunities for the working adult.

CALDWELL COLLEGE [1939] offers sixteen major degree programs, as well as twenty-five certificate and twelve area studies curricula to provide the student with a flexible, adaptable career base. Among these programs are journalism, computer science, business, medical technology, librarianship and scientific research. Caldwell, a coeducational Catholic college, was the first New Jersey college to offer the Bachelor of Fine Arts Degree in Art. An external degree program is also available to men and women 23 years or older.

CENTENARY COLLEGE [1867] in Hackettstown was the first institution of higher education in New Jersey to grant degrees to women. The college offers a firm foundation in liberal learning as the base for strong career programs in Equine Studies, Fine Arts, Fashion Merchandising and Design, Business, Education, and Liberal Arts. The coeducational Continuing Education Division serves the tri-county area of northwest New Jersey, the campus-based and community-oriented Women's Resource Center provides career, educational, and personal services to non-traditional students.

COLLEGE OF SAINT ELIZABETH [1899] is located on 400 acres in historic Morris County. Founded as a Catholic liberal arts college for women, today it combines career preparation in business, home economics, law, nursing, teacher education, and science with an academic program marked by its excellence in the liberal arts. College of Saint Elizabeth's coeducational Weekend College and Continuing Education programs are attractive to older adults, and its Center for Independent Living for the aging and handicapped serves a social need as does its certificate program in gerontology.

DREW UNIVERSITY [1866], founded in Madison more than one hundred years ago as a theological school, today provides a unique combination of liberal arts, theological, and graduate study, with special strength in the sciences. Drew, a member of Phi Beta Kappa, and the first liberal arts college to require all students to have a personal computer, combines traditional curricula with non-traditional ways of learning, including its own semesters of study in New York City, Washington, D.C., London, Oxford, and Brussels. Drew offers annually more than 250 events of art, music, drama, sports, lectures, films and conferences, all open to the public. The University is the home of the New Jersey Shakespeare Festival, a professional repertory theatre company, the New Jersey Museum of Archeology, and one of three Governor's Schools for outstanding high school students.

FAIRLEIGH DICKINSON UNIVERSITY [1942], New Jersey's largest independent higher education institution, has its principal campuses in suburban northern New Jersey at Florham-Madison, Rutherford, and Teaneck-Hackensack. Additional centers include the West Indies Laboratory, U.S. Virgin Islands; Wroxton College, England; Edward William College, Hackensack; a two-year affiliate; the School of

Dentistry, Hackensack; and a Special Programs Center at Wayne. Students benefit from a balanced academic and cultural education. While the University's size provides the diverse educational opportunities of a large institution, its small campuses offer a chance for satisfying personal interactions and individual growth.

FELICIAN COLLEGE [1942] in Bergen County is a coeducational Catholic liberal arts college, with its 26-acre Lodi campus located just four miles northwest of the Meadowlands Sports and Industrial Complex. It offers commuting students associate and baccalaureate programs in the liberal arts while it prepares graduates for careers. The AAS and BSN nursing programs are particularly successful. The evening division aims to serve individuals who wish to pursue degrees on a part-time basis. Within its field approach to learning, Felician students pursuing education, nursing, and medical laboratory technology are placed in local schools, hospitals, clinics, laboratories, and health agencies for supervised field experience that brings classroom studies alive.

GEORGIAN COURT COLLEGE [1908] is a Catholic college whose day division is oriented toward the education of women for the modern world. In 1976, the Court initiated a graduate division open to men and women offering programs leading to a Master's degree and/or a certificate in education. In 1978, it inaugurated a coeducational evening division which has programs in business administration, elementary education, special education, mathematics, psychology, sociology and social work. Georgian Court is in Lakewood and is cited in both state and national Registers of Historic Places.

MONMOUTH COLLEGE [1933], in the heart of the North Jersey shore area in West Long Branch, offers comprehensive academic programming at the undergraduate and graduate levels. The College offers all traditional liberal arts majors, plus professional preparation in business administration (including a five year B.S./M.B.A.), criminal justice, computer science, electronic engineering, nursing, education, and social work. Monmouth's campus, a 35-building complex distributed over 125 acres of park-like grounds, blends gracious, old world mansions with modern structures. In addition, the college is the site of the Governor's School in Public Issues and the Future of New Jersey.

PRINCETON UNIVERSITY [1746] is distinctive among the nation's leading research universities in its emphasis on the arts and sciences and its strong commitment to undergraduate teaching. It offers professional programs in architecture, engineering, and the Woodrow Wilson School of Public and International Affairs. The Princeton Plasma Physics Laboratory is the world's premier research facility in fusion energy. The University's 4,400 undergraduates and 1,400 graduate students represent every state and more than 70 foreign countries.

RIDER COLLEGE [1865] in Lawrenceville is a coeducational, residential, multi-purpose college offering comprehensive degree programs in business, education, and the liberal arts and sciences, and is located in the heart of the major corporate growth area of central New Jersey. There is a part-time program centered in the School for Continuing Studies providing credit and non-credit offerings both day and evening. Master degrees are offered in Business Administration, in the Human Services Program, and in five programs in education: reading, business education, supervision, curriculum, and counseling.

SAINT PETER'S COLLEGE [1872], New Jersey's Jesuit college, located in Jersey City, offers a day and evening curriculum leading to bachelor degrees in the humanities, arts, computer science, business, and social and natural sciences. Its premedical and chemistry programs have received national recognition. Master degrees in education and associate degrees in data processing, management and marketing, and banking are available to evening session students. The Englewood Cliffs campus was established in 1975 and is devoted principally to the needs of nontraditional part-time students.

SETON HALL UNIVERSITY [1856] is a Catholic university that offers 40 undergraduate and 43 graduate programs through its six schools or colleges. They are: The College of Arts and Sciences, the W. Paul Stillman School of Business, the School of Education, The College of Nursing, The School of Law, and The University College. Founded as the first diocesan college in the United States, Seton Hall has an active international student body among its 9,800 students and offers study abroad or exchange programs with Mexico, the People's Republic of China, Japan, and Puerto Rico. Special programs include an Honors Program, a Center for African-American Studies, a Puerto Rican Institute, and an Institute of Judeo-Christian Studies. The University is affiliated with The Immaculate Conception Seminary which moved from its Mahwah site to the 58-acre South Orange campus. Three new graduate programs are being offered as a result of the reaffiliation.

STEVENS INSTITUTE OF TECHNOLOGY [1870] is dedicated to the preparation of highly capable men and women for successful careers in a technological world. The institute offers bachelors, masters, and doctors degrees in engineering, science, computer science, and management. One of the state's leading producers of post-baccalaureate degrees, Stevens is also ranked as one of New Jersey's research universities. Stevens has also established strong programs relating to economic development through a cooperative work-study program, internships, waterfront development, and a technology and business incubator.

UPSALA COLLEGE [1893] is a traditional liberal arts college offering a curriculum that provides a basic foundation on which students are encouraged to develop and refine their career interests. Fundamental to Upsala's philosophy of education is the strengthening of each student's academic proficiencies; the establishment of a Writing Across the Curriculum Program is evidence of this commitment. Upsala's regular day programs include an even mix of residential and commuting students. Special programs include a re-entry program for persons 25 to 82, a Saturday College which offers six full majors with classes on alternate Saturdays, and a full program of evening and summer studies. Upsala College operates a two-year campus offering associate degrees in rural Wantage Township in Sussex County. Programs offered there are available to eligible Sussex County residents at substantially reduced tuition through a public community college commission.

WESTMINSTER CHOIR COLLEGE [1926] is a small, coeducational college of music located in Princeton. Combining the best aspects of a music conservatory and a liberal arts college, Westminster seeks to train musical leaders for careers in churches, schools, and communities. Among other programs, it offers bachelor and master degrees in church music, conducting, music education, voice, organ, and piano. The college's distinction and uniqueness is its focus on choral music. The Westminster choirs have sung with most of the major symphony orchestras of the United States, including the New York Philharmonic, the Philadelphia Orchestra, and the Boston Symphony Orchestra. Their performances with orchestras and in solo concerts have won international acclaim and numerous awards.

APPENDIX B

STATE SUPPORT
TO NEW JERSEY INDEPENDENT INSTITUTIONS

CATEGORY	FY 87	
Direct Support		
ICUAA - Independent College and University Assistance Act	$18,052,000	
NURSING - Grant	499,320	
DHE COMPETITIVE GRANTS	2,991,022	
CHAIRS	195,000	
EOF - Educational Opportunity Fund Title IV - Program Support	1,234,511	
EOF (Special Projects)	196,472	
EOF (Summer School)	233,039	
OTHER (FDU Dental School)	4,710,000	
Subtotal		$ 28,111,364
Student Support		
TUITION AID GRANT	17,255,806	
GARDEN STATE SCHOLARS	932,045	
GARDEN STATE GRADUATE FELLOWSHIP	175,800	
DISTINGUISHED SCHOLARS	493,500	
POW/MIA	11,780	
PTB*	4,264	
VVTAP**	19,922	
VTCP**	19,500	
EOF (III) - Student Grants	3,240,200	
EOF (Summer School)	947,075	
EOF (Graduate)	185,500	
Subtotal		23,285,392
TOTAL		$51,396,756

* Fund for children of police officers killed in the line of duty
** Veterans programs

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